



# SYLLABUS

## COMM 1101-0010 (24838)

History of Communication

Autumn 2025 – Distance Learning

### COURSE OVERVIEW

#### Instructor(s)

Instructor: Matthew Grizzard

Instructor Credentials: Ph.D. in Communication with specialization in cognitive science from Michigan State University

Email Address: [grizzard.6@osu.edu](mailto:grizzard.6@osu.edu)

Phone Number: (614) 247-7670

Office Hours: Mondays (11am-12pm) and by appointment through Zoom (see Carmen link).

#### Teaching Assistant/Course Administrator and Grader

Teaching Assistant/Course Administrator: Matthew Hicks ([hicks.941@buckeyemail.osu.edu](mailto:hicks.941@buckeyemail.osu.edu))

Office Hours: Wednesdays (3pm-4pm) and by appointment through Zoom (see Carmen link).

Grader: Paige Galperin ([galperin.4@buckeyemail.osu.edu](mailto:galperin.4@buckeyemail.osu.edu))

#### Course Description

In this course, we'll survey the history of human communication from the beginning of spoken and written communication to modern mediated and mass communication. Modern humans have existed on earth for several 100,000 years, yet our ability to communicate through written communication is only around 5,000-6,000 years old, the communication technologies that have made the Internet possible have existed for only the last 40 years or so, and we are on the cusp of an artificial intelligence revolution. How did humanity progress from cave paintings to the current information environment and what were the major advancements in communication along the way? This is the major question we'll address in this course. We will

also examine the history of communication as a discipline, its typical research methods, and the major research questions of interest that guide the discipline.

The course examines the history of communication through three sections.

Section I (Week 1-4) focuses on communication as an object of study. Communication is defined, models of communication are reviewed, the relationship between communication advancement and human society is described, and perspectives related to media literacy and affordances are discussed. During Week 5, you will complete an exam that assesses your knowledge and competencies regarding the content provided during Section I.

Section II (Weeks 6-9) examines the development of communication from pre-history up to the 20th century. It focuses on the evolution of behaviorally modern humans, the psychological capacities of humans when communication technologies are present versus absent, the development of language (both written and spoken), and the development of specific technologies such as the printing press in the 15th, and the electronic revolution in the late 19th and early 20th centuries. During Week 10, you will complete an exam that assesses your knowledge and competencies regarding the content provided during Section II.

Section III (Week 11-15) provides an overview of the history of the discipline of communication as well as current issues in the continued development of communication technologies. It examines various communication functions (e.g., information, persuasion, entertainment), and the ongoing digital revolution. Section III will end with a capstone that connects the various topics of the course together. During Week 16, you will complete an exam that assesses your knowledge and competencies regarding the content provided during Section III.

## Course Learning Outcomes

COMM 1101 is a General Education (GE) course. The course fulfills the GE category GEN Foundation “Social and Behavioral Sciences” as well as the legacy GEL Category “Social Science: Individuals and Groups.” Please see below for information regarding the goals and expected learning outcomes related to each as well as a description of how the course satisfies these goals and meets the expected learning outcomes.

### **Goals of the GEN Foundation: Social and Behavioral Sciences:**

- (1) Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.
- (2) Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

By the end of this course, students should successfully be able to:

- 1.1 Explain basic facts, principles, theories, and methods of social and behavioral science.

- 1.2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
- 2.1. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
- 2.2. Evaluate social and ethical implications of social scientific and behavioral research.
- 2.3. Critically evaluate and responsibly use information from the social and behavioral sciences.

### **Goals of the GEL Category Social Science: Individuals and Groups**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

### **Expected Learning Outcomes of the GEL Category Social Science: Individuals and Groups**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

### **Satisfying Expected Learning Outcomes:**

To fulfill these goals and satisfy the expected learning outcomes, the course will provide introductory knowledge essential for the systematic study of human behavior and cognition through the social science discipline of communication. Thus, the course content will review the history of human communication focusing on the development of major advances in communication technologies (e.g., the development of written language; the introduction of the printing press). The course will describe and explore the impact of how the introduction of these technologies altered political, social, economic, individual, and ethical concerns within human society through a social and behavioral science lens. Comparisons of the similarities and differences of the impacts of various communication technologies will be explored (e.g., the introduction of the printing press democratized knowledge in a manner similar to Web 2.0). The epistemological assumptions of communication research and central findings as they relate to course topics will be described for students. The knowledge imparted through the course content will provide students with the ability to critically evaluate and responsibly use information from the social and behavioral sciences in general, and the discipline of communication specifically. Students' mastery will be assessed through a variety of assignments including exams, group discussions, quizzes, and papers

## **HOW THIS COURSE WORKS**

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

### Communication Policies:

The enrollment size of this course requires certain policies be in place for efficient communication. See the chart below for contacts regarding specific topics.

<u>Question Topic</u>	<u>Who and How to Contact</u>
Upcoming Assignments	Post your question to the Carmen Discussion Board.
Lecture Materials	Post your question to the Carmen Discussion Board.
Personal/Private Concerns	Attend Dr. Grizzard's office hours
Grade Concerns	Attend Matthew Hicks's office hours
C-REP	<a href="https://go.osu.edu/CREPbot">https://go.osu.edu/CREPbot</a>
Technical Issues	Call the IT Service Desk at 614-688-4357

**Course content:** Each content week (i.e., Weeks 1-4; 6-9; 11-15) you will be given readings, lectures, and examples to consider related to the week's topic. You should complete all readings, view all lectures, and watch/read all examples early in the week. You will complete a quiz regarding these materials and engage in a small group discussion with classmates during the week.

During each assessment week (Weeks 5, 10, 16), you will complete an exam that assesses your knowledge and competencies regarding the course content provided during the content weeks. Exams are cumulative in the sense that understanding major course topics (e.g., affordances, technological determinism) are examined through different lenses throughout the course.

In addition to discipline-specific knowledge, you will also engage in a career exploration during this course through a three-part Career Research Assignment. This assignment is designed to get you thinking about how you can develop and expand your abilities in order to begin building a career after graduation.

### How to Succeed in the Course:

1. **Keep up with the course material.** In an asynchronous course, it can become easy to get behind. This course is designed with assignments that provide weekly check-ins to help keep you on track. That said, the ultimate responsibility for staying involved and up to date in this course lies with you. Plan on logging into the course website multiple times each week (just like you would attend class multiple times each a week).
2. **Be curious and open-minded.** Students often perceive that the content of history courses like this one either lack relevance for the modern world or provide little preparation for a career. The fact is that understanding the history of communication shows how humans have shaped—and been shaped by—the ways we share ideas. It also supports a core goal of higher education: being well-read across many topics to think critically, connect ideas, and engage thoughtfully in today's media-rich world.
3. **Have fun.** College is a brief but unique time in your life, and OSU offers access to incredible professors, graduate students, and staff. As a hub for creating new knowledge, OSU gives you the chance to explore diverse subjects and discover ideas you didn't even know existed—so enjoy this class and the experience.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED

- Kovarik, B. (2016). *Revolutions in communication: Media history from Gutenberg to the digital age* (2<sup>nd</sup> Edition). Bloomsbury Academic.

Available from the OSU bookstore and other retailers (<https://www.amazon.com/Revolutions-Communication-History-Gutenberg-Digital/dp/1628924780#customerReviews>)

- Additional readings with PDFs or hyperlinks made available through Carmen (see Course Schedule).

### Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at <https://it.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <https://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#) to attend office hours.

## REQUIRED EQUIPMENT

- **Computer:** current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#) (or equivalent): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Exams	39
Career Research Assignment	21
Content Quizzes	15
Group Discussions	15
C-REP	5
Syllabus Quiz	2.5
Introduction Post`	2.5
Total	100

*See course schedule for due dates.*

## Assignment Descriptions

You are assessed in the course based on the following assignments. Final class grades are derived from the following assignments. Specific due dates are provided following the course schedule.

### **Exams (39% of total grade)**

Three (3) timed open-book, open-note exams (13% of final grade each) will be administered online through Carmen during the semester. Each exam will consist of 10-20 multiple-choice/true-false questions and 1-2 short answer questions. Exams may be taken only once, and you will have 80 minutes to complete the exam. Although the exams are open-note and open-book you may **NOT** consult or work with another person on your exams. The exams will be open for at least 48 hours to account for time differences and to ensure that students have time to complete the assignment.

### **Career Research Assignment (21% of total grade)**

Students will complete a research assignment involving a career involving communication, broadly defined. The assignment will be divided among three smaller papers (7% each). Each assignment involves self-reflection and research into industries, individuals, and the OSU course catalog. Students will submit their assignments through Carmen. This assignment serves two purposes: First, it gets students planning for their future. Second, it highlights the communication careers that exist today. Conducting research into these careers can highlight obsolescent careers (e.g., typist) as well as current careers (e.g., AI-prompter).

### **Content Quizzes (15% of total grade)**

Twelve (12) open-book, open note quizzes will be given across the semester. Each quiz will be made up of 5-10 multiple-choice/true-false questions. Each quiz may be taken twice, and the higher grade will be kept. Although the quizzes are open-note and open-book you may **NOT** consult or work with another person on your quizzes. The two lowest scoring quizzes will be dropped and not included in the calculation of your final grade (each quiz is worth 1.5% of your final grade).

### **Group Discussions (15% of total grade)**

The class will be automatically divided into smaller groups, which will engage in student-led discussions during the twelve content weeks of the course (see Course Schedule). By mid-week, each student will post a question about the week's topic; by the end of the week, each student will respond to two classmates' questions. This format encourages early preparation, deeper thinking, and collaborative learning. Like quizzes, the two lowest scoring group discussions will be dropped and not included in the calculation of your final grade (each discussion is worth 1.5% of your final grade).

By Wednesday (11:59pm EST) of each week, students will **write one open-ended, thought-provoking question** based on the week's readings, lectures, or other assigned materials. The question should demonstrate (1) engagement with the material, (2) be specific enough to guide discussion but open-ended enough to require more than a one-word/sentence answer, and (3) a brief 2-3 sentence explanation of why you think the question is important or relevant.

By Sunday (11:59pm EST) of each week, students will **respond to at least two classmates' questions**. Your response should address the question and bring in references to course concepts, readings, or real-world examples. Responses should be at least 4-5 sentences in length.

Grading (*per week*) – Total: 10 points

- Question Post (4 pts)
  - Clear, well-written, and on time (2 pts)
  - Thoughtful, relevant, and demonstrates engagement with material (2 pts)
- Responses (6 pts)
  - Two substantive responses (3 pts each)
  - Posted on time (3 pts each)

### **C-REP (5% of total grade)**

C-REP stands for Communication Research Experience Program. C-REP is based, in part, on the premise that OSU Communication students who participate in research studies will learn first-hand about communication research and how it is conducted. COMM 1100 and 1101 students are assigned to complete five C-REP credit hours. This requirement can be completed by participating in studies, doing alternative assignments, or completing a combination of studies and alternative assignments equaling five hours for each class. Students enrolled in both courses must complete ten hours total.

### **Syllabus Quiz (2.5% of total grade)**



An open-note syllabus quiz of ~10 multiple-choice/true-false questions will be administered online through Carmen. The quiz is untimed and may be taken multiple times.

### **Introduction Post (2.5% of total grade)**

As stated in the Group Discussions assignment, the course will be divided into smaller groups in Carmen. During the first week of class, you will complete an introduction post to help you get to know your group mates and begin building a collaborative learning environment. In your post, include:

- Your name.
- Your major and year in school
- Your interest in this course or why you are taking it
- At least one fun or interesting fact about yourself. This can be a hobby, an anecdote, or anything that you would like your classmates to know about you

You must respond to each group member's introduction to earn full credit.

### **Extra Credit (3% of total grade)**

At the end of the semester, an extra credit opportunity may be announced. The opportunity will be provided to the entire class and will be discussed in more detail at that time.

## **Late Assignments**

The following policies apply to each category of late assignment.

**Syllabus Quiz** – This assignment will be open for multiple weeks. As such, it cannot be made up after the due date for any reason.

**Introduction Post** – This assignment will be open for multiple weeks. As such, it cannot be made up after the due date for any reason.

**Group Discussions** – These assignments represent week-to-week course involvement and are open for multiple days. As such, they cannot be made up after the due date for any reason. However, as stated above, two group discussions will be dropped from your final grade calculation.

**Content Quizzes** – These assignments represent week-to-week course involvement and are open for multiple days. As such, they cannot be made up after the due date for any reason. However, as stated above, two content quizzes will be dropped from your final grade calculation.

**Career Research Assignments** – Any career research assignment turned in after the due date will receive an initial 10% penalty. Any assignment turned in more than one week after the due date will receive an additional 20% penalty (30% total).

**Exams** – Exams will be open online for multiple days. As such, they cannot be made up after the due date except in case of a documented emergency. If you miss submitting your exam due to a documented emergency, you should contact the TA for the course.

Emergencies that may be considered for exam makeups:

1. Extended serious illness or hospitalization – These are medical conditions that prevent asynchronous online work for multiple days. Illnesses of this sort will warrant an extension with doctor's note specifying date range and that the student was incapable of completing asynchronous online work for the entire date range the exam was available
2. Death of an immediate family member
3. Mandatory legal or military obligations – Jury duty, court summons, or active military duty that occupies the full exam window.
4. Documented widespread technology outage – Prolonged power/internet failure verified by utility provider or campus IT.

Things that do **NOT** count as emergencies:

1. Short-term illness – Minor colds, headaches, or feeling unwell for part of the exam window do not count as emergencies.
2. Work or personal schedule conflicts – Shifts at work, appointments, or childcare do not count as emergencies,
3. Travel and vacations – Traveling home early at the end of the semester or traveling during the semester does not count as an emergency. In addition, university sponsored travel will not count toward an extension/make up unless it involves the entire exam window.
4. Personal technology problems – A laptop battery dying and Wifi going down temporarily do not constitute an emergency.
5. Poor time management
6. Forgetting the deadline

**C-REP** – C-REP policies are determined outside of this class, and as such, the course instructor and TA have no ability to alter or extend deadlines related to C-REP.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+

73–76.9: C  
 70 –72.9: C-  
 67 –69.9: D+  
 60 –66.9: D  
 Below 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10-12 business days**.
- **Email:** All email should go to the TA first to ensure timely responses. The TA will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** The TA will check and reply to messages in the discussion boards weekly.

## OTHER COURSE POLICIES

### Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Please remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for discussion posts.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

## POLICIES FOR THIS COURSE

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. You may consult your notes and readings. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [APA style](#) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes opportunities for formal collaboration with your classmates through discussion posts. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

In this course, students are welcome to explore innovative tools and technologies, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools to help research or organize thoughts for course assignments. However, using GenAI should not replace your writing and **you must always cite your use of it** (e.g., “I used ChatGPT 5 to format references in this discussion post”). Your written assignments, including Career Research Assignments, Tests, and Discussion Posts should represent your own original work.

Again, citing your use of GenAI is necessary in this course and it should not replace your thinking or writing. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State’s Academic Integrity policy and [Code of Student Conduct](#) because the work is not your own. In addition, submitting false or hallucinated sources identified by GenAI is considered falsification of research, so be sure to review and back-trace all content GenAI provides. The unauthorized use of GenAI tools (e.g., turning in GenAI writing as your own) will result in referral to the [Committee on Academic Misconduct](#).

## OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](#), and that all students will

complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can

arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## **Fundamentals of Academic Inquiry**

This course engages with the key theories, debates, and empirical findings that are central to understanding the state of the scholarship in communication and scientific understandings of the history of communication technologies. My role is not to promote any political, social, or religious belief, but to facilitate your engagement with the ideas that shape this area of study. You are encouraged — and expected — to think critically, ask questions, and form your own evidence-based conclusions, while also learning how to understand and evaluate the full range of perspectives that exist within this scholarly conversation.

Student learning will be assessed by evaluating mastery of the course content assigned and/or presented by the instructor. Students are free to express a range of viewpoints in class discussions. They are also expected to demonstrate mastery of course content in assignments, exams, and related forms of evaluation.

## **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly

covered in the faculty rules.) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the TA first and then with the professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

## **Your Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](https://ccs.osu.edu). You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). Policy: [Religious Holidays, Holy Days and Observances](#)

## **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>



Call 614-247-5838 or TTY 614-688-8605

[civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)

- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools



## COURSE SCHEDULE

### Course Schedule\*

Week	Date		Topic(s)	Readings	Assignments
			<b>Section I: Communication as Object of Study</b>		
1	Aug.	26	Introduction; What is communication?		Syllabus Quiz Introduction Post
2	Sept.	2	Describing and Explicating Communication	Hanson (2022; pp. 2-17); Bryant et al. (2013; pp. 2-13) *These readings provide a background for defining communication and modeling communication processes.	Quiz 1 Discussion Post 1
3	Sept.	8	Media and Society	McQuail & Deuze (2020; pp. 105-143) *This chapter provides an overview of distinct ways of thinking about the influence of media on society, and vice versa.	Quiz 2 Discussion Post 2 Career Research Assignment 1
4	Sept.	15	Media Literacy and Affordances	Hobbs (2019) <a href="https://en.wikipedia.org/wiki/Affordance">https://en.wikipedia.org/wiki/Affordance</a> *These readings provide an overview of media literacy and the concept of affordances.	Quiz 3 Discussion Post 3
5	Sept.	22	Section I Assessment		Exam 1

(schedule continued on next page)

Week	Date		Topic(s)	Readings	Assignments
			<b>Section II: Origins and Development of Communication (pre-history to the 20<sup>th</sup> century)</b>		
6	Sept.	29	The Development of Communication (pre-history)	<a href="https://en.wikipedia.org/wiki/Early_modern_human">https://en.wikipedia.org/wiki/Early_modern_human</a> <a href="https://en.wikipedia.org/wiki/Behavioral_modernity">https://en.wikipedia.org/wiki/Behavioral_modernity</a> <a href="https://en.wikipedia.org/wiki/Human_communication">https://en.wikipedia.org/wiki/Human_communication</a> <i>Cave of Forgotten Dreams</i> (2010) – Werner Herzog *These readings and the film provide an overview of the evolution of homo sapiens and the origins of human communication.	Quiz 4 Discussion Post 4
7	Oct.	6	The Development of Writing and Manuscript Culture	Kovarik (2016; p. 1-67) *This reading provides background on the development of writing and manuscript culture.	Quiz 5 Discussion Post 5
8	Oct.	13	The Printing Press	Kovarik (2016; pp. 68-104, 139-180) *This reading provides historical details regarding the invention of the printing press and its influence on society.	Quiz 6 Discussion Post 6 Career Research Assignment 2
9	Oct.	20	The Electronic Revolution	Kovarik (2016; pp. 249-280) *This reading provides historical details regarding the electronic revolution, which includes the creation of moving image recording technologies, audio recording technologies, and radio.	Quiz 7 Discussion Post 7
10	Oct.	27	Section II Assessment		Exam 2

(schedule continued on next page)

Week	Date		Topic(s)	Readings	Assignments
			<b>Section III: The History of Communication as a Discipline</b>		
11	Nov.	3	Communication as a Discipline	Berger et al. (2009; 3-20) Bryant & Pribanic-Smith (2009; 21-36) Bryant et al. (2013; pp. 13-20) *These readings provide background on the research methods of communication science and the history of the field.	Quiz 8 Discussion Post 8
12	Nov.	10	Communication Functions: News	Bryant et al. (2013; pp. 87-99) *This reading provides background on agenda setting theory.	Quiz 9 Discussion Post 9
13	Nov.	17	Communication Functions: Persuasion	Bryant et al. (2013; pp. 135-152) *This reading provides background on persuasion models.	Quiz 10 Discussion Post 10 Career Research Assignment 3
14	Nov.	24	Communication Functions: Entertainment	Grizzard & Francemone (2020; pp. 1-7) Eden et al. (2019; pp. 107-123) *These readings provide background on entertainment media and its functions and influences.	Quiz 11 Discussion Post 11
15	Dec.	1	The (Ongoing) Digital Revolution	Kovarik (2016; Chapters 10-11) Bush (1945) *These readings provide background on the digital revolution as well as examples of forward prediction.	Quiz 12 Discussion Post 12
16	Dec.	8	Capstone Lecture and Section III Assessment		Exam 3

\* This syllabus represents a contract in the works. Events that transpire over the semester may require me to modify the administration of this course and therefore the syllabus. In the event I need to modify the syllabus, I will announce the modification in class and on Carmen.



## READINGS

- Berger, C., Roloff, M. E., & Roskos-Ewoldsen, D. R. (2009). What is communication science?. In Berger, C., Roloff, M. E., & Roskos-Ewoldsen (Eds.), *The Handbook of Communication Science* (2<sup>nd</sup> Edition; pp. 3-20). Sage
- Bryant, J., & Pribanic-Smith, E. J. (2009). A historical overview of research in communication science. In Berger, C., Roloff, M. E., & Roskos-Ewoldsen (Eds.), *The Handbook of Communication Science* (2<sup>nd</sup> Edition; pp. 21-36). Sage.
- Bryant, J., Thompson, S., & Finklea, B. (2013). *Fundamentals of media effects* (2<sup>nd</sup> edition). Waveland Press, Inc.
- Bush, V. (1945). As we may think. *Atlantic Monthly* 176, pp. 101-108.
- Grizzard, M., & Francemone, C. J. (2020). Media entertainment theory. In *The International Encyclopedia of Media Psychology*. John Wiley & Sons, Inc.
- Hanson, R. E. (2022). *Mass Communication: Living in a Media World* (8<sup>th</sup> edition). Sage.
- Herzog, W. (Director). (2010). *Cave of forgotten dreams* [Film]. Creative Differences; History Films; Werner Herzog Filmproduktion.
- Hobbs, R. (2019). Media Literacy Foundations. *The International Encyclopedia of Media Literacy*. Retrieved from <https://mediaeducationlab.com/sites/default/files/Hobbs%20ML%20Foundations%202019.pdf> DOI: 10.1002/9781118978238.ieml0063
- Kovarik, B. (2016). *Revolutions in communication: Media history from Gutenberg to the digital age* (2<sup>nd</sup> Edition). Bloomsbury Academic.
- McQuail, D., & Deuze, M. (2020). *McQuail's Media and Mass Communication Theory* (7<sup>th</sup> edition). Sage.

## ASSIGNMENT DUE DATES

Assignment	Date	Assignment	Date
Syllabus Quiz	Aug. 29	Discussion Post 7 Original Post	Oct. 22
Introduction Post	Aug. 29	Quiz 7	Oct. 24
Discussion Post 1 Original Post	Sept. 3	Discussion Post 7 Replies	Oct. 26
Quiz 1	Sept. 5	Exam 2	Oct. 31
Discussion Post 1 Replies	Sept. 7	Discussion Post 8 Original Post	Nov. 5
Discussion Post 2 Original Post	Sept. 10	Quiz 8	Nov. 7
Quiz 2	Sept. 12	Discussion Post 8 Replies	Nov. 9
Career Research Assignment 1	Sept. 12	Discussion Post 9 Original Post	Nov. 12
Discussion Post 2 Replies	Sept. 14	Quiz 9	Nov. 14
Discussion Post 3 Original Post	Sept. 17	Discussion Post 9 Replies	Nov. 16
Quiz 3	Sept. 19	Discussion Post 10 Original Post	Nov. 19
Discussion Post 3 Replies	Sept. 21	Quiz 10	Nov. 21
Exam 1	Sept. 26	Career Research Assignment 3	Nov. 21
Discussion Post 4 Original Post	Oct. 1	Discussion Post 10 Replies	Nov. 23
Quiz 4	Oct. 3	Discussion Post 11 Original Post	Nov. 25
Discussion Post 4 Replies	Oct. 5	Quiz 11	Dec. 1
Discussion Post 5 Original Post	Oct. 8	Discussion Post 11 Replies	Dec. 1
Quiz 5	Oct. 10	Discussion Post 12 Original Post	Dec. 3
Discussion Post 5 Replies	Oct. 12	Quiz 12	Dec. 5
Discussion Post 6 Original Post	Oct. 15	Discussion Post 12 Replies	Dec. 7
Quiz 6	Oct. 20	Exam 3	Dec. 12
Career Research Assignment 2	Oct. 20		
Discussion Post 6 Replies	Oct. 20		

**Note:** All assignments are due by 11:59pm EST/EDT